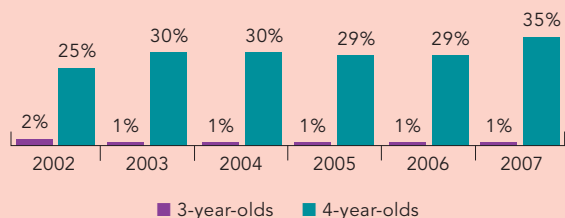
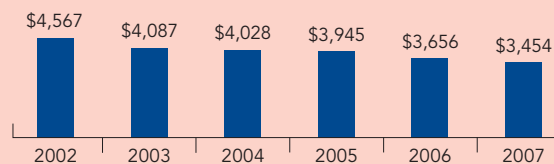


New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2007 DOLLARS)



In 1966, New York established the Experimental Prekindergarten (EPK) program, one of the earliest state prekindergarten programs. In 2006-2007, this program was known as the Targeted Prekindergarten (TPK) Program and served 4-year-olds in 14 percent of the state's school districts. Local districts can choose a measure of low-income status for TPK eligibility. For the 2006-2007 school year, all districts enrolled children eligible for free or reduced-price lunch. Public schools received TPK funding to provide half-day prekindergarten as well as family activities and social services. TPK teachers were required to have a New York State teaching certification in early childhood, which requires a bachelor's degree.

New York established a second state prekindergarten initiative in 1997, the Universal Prekindergarten (UPK) program. The goal of this program is to serve all 4-year-olds in New York State. However, the program does not receive adequate funding to meet this goal. Instead, UPK serves about one-fourth of age-eligible children, primarily in the state's larger school districts. Children in districts offering UPK are selected for enrollment based on a random lottery. School districts receive UPK funding to operate preschool programs but must subcontract at least 10 percent of their funding with private child care centers, Head Start, or other community agencies. In 2006-2007, more than half of UPK funding was subcontracted to these other providers. Public school UPK teachers must have a New York State teaching certification. However teachers in nonpublic school settings currently do not need to meet this requirement if they are supervised by a certified teacher.

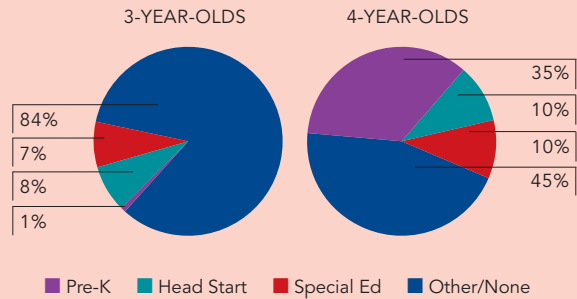
The New York State Board of Regents recommended in January 2006 that the UPK and TPK programs be combined and that the resulting program be funded adequately to serve all interested 4-year-olds. As a result, the 2006-2007 school year was the last year of operation for the TPK program. The UPK program received an increase in funding of more than 50 percent for the 2007-2008 school year resulting in a 57 percent increase in the number of districts offering the program and expansion in districts already offering the program.

The first two pages of this state profile present information on New York's overall commitment and contribution to state prekindergarten, including state spending and enrollment for both TPK and UPK. The third page focuses exclusively on the UPK program and the last page provides specific details about the TPK program.

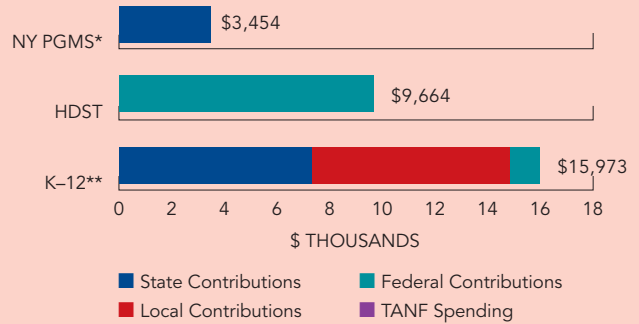
STATE OVERVIEW

Total state program enrollment.....	84,660
Total state spending.....	\$292,413,929
State spending per child enrolled.....	\$3,454
All reported spending per child enrolled	\$3,454

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '06-'07 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
9	25

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
20*	26

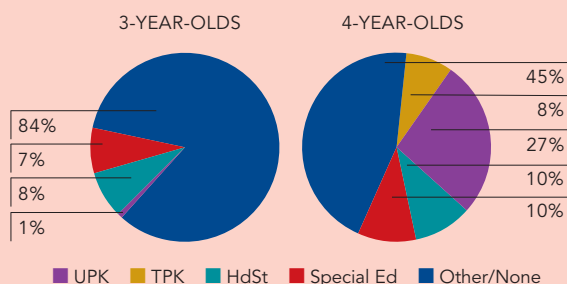
* In previous Yearbooks, only state spending was ranked.

NEW YORK UNIVERSAL PREKINDERGARTEN

ACCESS

Total state program enrollment.....	64,772
School districts that offer state program.....	32%
Income requirement	None
Hours of operation	2.5 hours/day (part-day), 5 hours/day (full-day), 5 days/week
Operating schedule	Academic year
Special education enrollment	42,780
Federally funded Head Start enrollment.....	43,781
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree	BA prior to 1978, MA after (public); AA or CDA (nonpublic) ¹	BA	<input type="checkbox"/>
Teacher specialized training	Certification in Birth-Grade 2 (public); AA in ECE or meets CDA requirements (nonpublic) ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Level I certification ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service.....	175 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:9		
Screening/referral and support services	Vision, hearing, health, developmental, dental; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

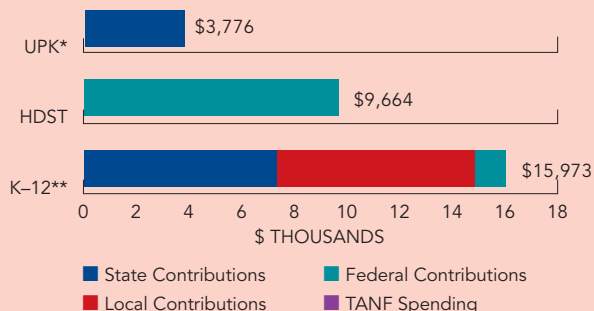
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending.....	\$244,605,812
Local match required?.....	No
State spending per child enrolled.....	\$3,776
All reported spending per child enrolled*	\$3,776

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '06-'07 school year, unless otherwise noted.

¹ Since 2004, programs in nonpublic school settings have been required to meet the same certification requirements as those in public settings. However, a legislative amendment allowed certain community-based organizations to be exempted from this requirement until at least 2008-2009, as long as uncertified teachers receive on-site supervision by certified teachers.

² Teachers in community-based organizations are currently exempt from certification if they have on-site supervision by a certified teacher.

³ Level I certification requires a high school diploma or equivalent and passing of the Assessment of Teaching Assistant Skills Test.

⁴ All children in UPK are considered new entrants to a school district, and are therefore required to have a full diagnostic screening. Screenings include vision, hearing, health, developmental, dental, language, motor development, cognitive skills, and articulation skills. Support services include parent involvement activities, health services for children, referral to social services, and transition to kindergarten activities. The number of required annual parent conferences or home visits is determined locally.

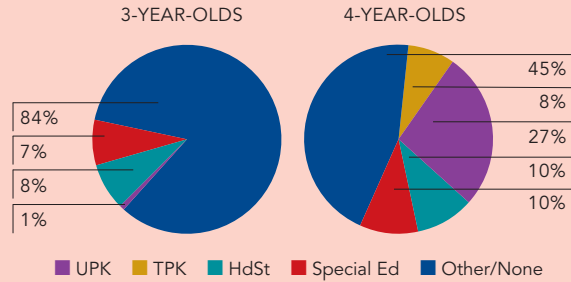
⁵ Programs operating less than 3 hours must provide a nutritional meal or snack. Programs operating more than 3 hours must provide appropriate meals and snacks to ensure that nutritional needs of children are met.

NEW YORK TARGETED PREKINDERGARTEN

ACCESS

Total state program enrollment.....	19,888
School districts that offer state program.....	14%
Income requirement	At least 80% of children must be economically disadvantaged ¹
Hours of operation.....	Determined locally ²
Operating schedule	Academic year
Special education enrollment	42,780
Federally funded Head Start enrollment.....	43,781
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards.....	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree	BA prior to 1978; MA after ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification in Birth-Grade 2 ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Level I certification ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service.....	175 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:9		
4-year-olds	1:9		
Screening/referral	Vision, hearing, health, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast or lunch and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

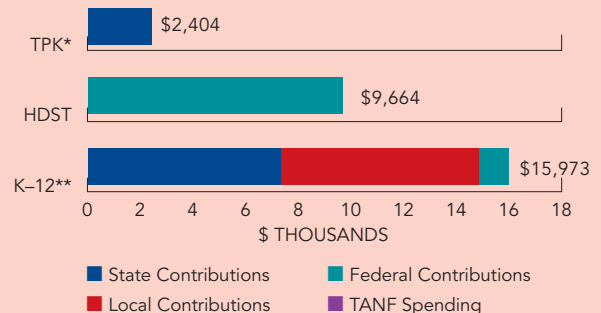
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending.....	\$47,808,117
Local match required?	Yes, 11% of total funding
State spending per child enrolled.....	\$2,404
All reported spending per child enrolled*	\$2,404

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '06-'07 school year, unless otherwise noted.

¹ Economically disadvantaged children are those from families eligible for some form of assistance such as TANF, free or reduced-price lunch, food stamps, Medicaid, or unemployment or disability compensation. All districts currently use measures of free (130% FPL) or reduced-price (185% FPL) lunch status as their measure of economic disadvantage.

² Programs are required to provide a minimum of 12 hours per week and 4 days per week during the academic year. The length of the program day is determined locally, and programs may operate 5 days per week. Typically, programs operate 2.5 hours per day and 5 days per week.

³ Teachers must obtain their master's degree within 3 years of procuring their initial certification. Prior to February 2004, the required teacher certification was Pre-K-Grade 6.

⁴ Level I certification requires a high school diploma or equivalent and passing of the Assessment of Teaching Assistant Skills Test.

⁵ All children in TPK are considered new entrants to a school district, and are therefore required to have a full diagnostic screening. Screenings include vision, hearing, health, developmental, dental, language, motor development, cognitive skills, and articulation skills. Support services include parenting support or training, parent involvement activities, health services for children, transition to kindergarten activities, and other services to meet family needs. The number of required annual parent conferences or home visits is determined locally.